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## GENERAL ANNOUNCEMENTS

At the annual meeting the Council authorized the Secretary to invite the cooperation of other members of the Association as an informal committee on the BULLETIN with the understanding that general editorial responsibility would still rest with the Secretary. He is glad to be able to announce the acceptance of the service in question by F. N. Scott of the University of Michigan, S. P. Sherman of the University of Illinois, and A. L. Wheeler of Bryn Mawr College.

The Association representatives for 1921 in the American University Union in Europe are E. C. Armstrong, Princeton, A. O. Lovejoy, Johns Hopkins, and H. W. Tyler, Massachusetts Institute of Technology.

The representatives in the American Council on Education are the President and Secretary of the Association, and Margaret Washburn, Vassar.

COMMITTEE T, PLACE OF FACULTIES IN UNIVERSITY ADMINISTRATION.—Members of the Association are urgently requested to report new steps, or progress, in the direction of Faculty Participation in University or College Government and Administration, in their respective institutions, to the Chairman of Committee T. Such information will be digested and published in the BULLETIN. Please address Professor J. A. Leighton, 55 Lexington Avenue, Columbus, Ohio.

ASSOCIATION OF AMERICAN COLLEGES.—The February and March BULLETINS of the Association contain the record of the Seventh Annual Meeting held at New York in January, and a preliminary report of the Committee on the Organization of the College Curriculum.

From the program of the meeting may be noted an address on The Present Status of Honorary Degrees by President Ferry of Hamilton College, and a report of the Commission of Church Boards of Education on Academic Freedom and Tenure of Office presented by Dean Flickinger, Northwestern University.

Dr. Samuel P. Capen reviewed the work and plans of the American Council on Education.

A Commission on Sabbatical Leave was appointed, including Messrs. Neilson (Smith), Scott (Northwestern), Richmond (Union), Randall (Brown) and Nollen (Grinnell).

The Commission on Academic Freedom includes Messrs. Cole (Oberlin), Thwing (Western Reserve), Rhees (Rochester), Gage (Coe), and Hutchins (Berea).

A Commission on Faculty and Student Scholarship consists of Messrs. Ferry (Hamilton), Brown (New York), Comfort (Haverford), Nicolson (Wesleyan), and Plantz (Lawrence).

The Association consists at present of 252 colleges and universities. The President for 1921 is Clark W. Chamberlain (Denison).

The preliminary report of the Commission on the Organization of the College Curriculum includes an introductory statement by President Lough (Baker) and extended statistical papers by Dr. Furst of the Carnegie Foundation, on College Entrance Requirements, and Dr. Kelly, Executive Secretary of the Association, on the College Curriculum.

Dr. Furst's paper compares admission requirements in 1912 with those of 1920 in considerable detail. In regard to the number of different methods of admission there were seven institutions that had three or four methods of admission in 1912, now there are eleven that have three, four, or five methods, but the general tendency of the 125 institutions considered is strongly toward a single method. Of the 189 methods of admission existing in 1912, 91 required 15 units for admission; in 1920, 145 (out of 189) required 15 units. In 1912 it was the general custom that about 11 units should be taken in specified subjects; in 1920 it was the practice to prescribe about  $6\frac{1}{2}$  of the 15 units generally required for admission—a decrease of nearly 50 per cent. The smallest change in this respect has been in English; the largest, in the science group.

Besides the earlier grouping of entrance subjects as "prescribed," "elective," or "free," it seems now necessary to distinguish a new group called "alternate," as for example where either French or German is required. In 1912 the number of

methods of admission that allowed absolute freedom to some extent was exactly one-ninth, in 1920 it has increased to more than one-third. This increase has been largely in the group of requirements which allow from 5 to 15 units without restriction. Institutions that allow any "entire freedom" tend to allow a good deal. At each end of the requirement for admission, therefore, we have a tendency toward relaxation and flexibility. The number of units representing subjects actually prescribed has decreased; the number of units representing subjects that are absolutely free has increased.

"Comprehensive" examinations are given in ten of the institutions in question, three of them having each two kinds.

The paper on The College Curriculum devotes particular attention to a small number of selected colleges, the charts showing the distribution of work in a median Congregational college, a coeducational college of 700 students, a college of 1,000 or more students, two colleges of 400 students, one of 300, two of 100 or less. The writer notes a persistence of certain traditional subjects in the catalogue announcements. No longer do these colleges announce Mental or Moral or Natural Philosophy or Metaphysics, or even Logic as an unrelated subject. Philosophy, however, appears in every catalogue announcement covered by this study although rarely as a major department of itself. In most instances in which there is a major in Philosophy the department includes either Psychology or Education or both.

There is a marked tendency toward student registration in the modern subjects. Besides French and English the subjects which colleges offer freely and which students prefer are Chemistry, History, Political Science, Economics and Sociology, Philosophy and the Political Sciences. Mathematics is usually among the three or four preferred subjects,—the most striking instance of the persistence of a traditional subject.

There is a tendency toward horizontal spreading in curriculum building. The prevailing ideal is still "to teach," or at least to advertise in the catalogue, "everything useful in creation." The total number of departments of the median curriculum is 21; of the college with 1,000, 28, etc.

The tendency toward horizontal spreading is all the more striking when compared with the decisive tendency of student elec-

tions. In the college of 700 students, which advertises 24 departments, the great bulk of student registration is in 9 departments. In each case, from the quantitative standpoint alone several departments could be omitted without serious interference with the work of the college.

A more serious fact is that not much progress has been made, or effort expended, in adjusting the curriculum to the college resources. The weak and struggling college announces about as many departments as the strong and well-equipped college. Few colleges or even standardizing agencies have seriously faced this problem.

There is also an approximate balancing in the catalogue announcements of what Dr. Osler referred to as the "old humanities and the new science."

AMERICAN UNIVERSITY UNION IN EUROPE.—The following notes are taken from the Report of the Continental Division to member institutions:

"The organization is at present supported and controlled by about fifty of the leading universities and colleges. The number of American students registered at the Union has increased from 61 in November, 1918, to 380 in January, 1921, and the office has the names of 92 other American students in Paris at the latter date. These figures include those who are working either in Paris or in the provinces, and a small number of students in art and music. The latter are expected to show a considerable gain in the near future. The students represent 104 American institutions and come from 41 states.

"The Union aims to serve as a bureau of information for American professors and students in France, as a working center for American students, and as a cooperating agency, making educational adjustments between the two countries. It offers the student a list of hotels and boarding places; advises him in regard to the choice of institutions and the conditions of admission; assists him in improving his command of the language, and in case of need helps him to find employment.

"The Union also undertakes to furnish French inquirers with information in regard to American institutions and to obtain data about French scholars interested to take temporary service in American institutions.

“It is not a club but has a writing-room and library with American books and periodicals, typewriters and facilities for study. It aims to play its modest part in binding French and Americans together in a closer and more understanding friendship.”

INSTITUTE OF INTERNATIONAL EDUCATION.—The second annual report of the Director, dated February 15, 1921, gives an interesting review of the varied and comprehensive work of the Institute during the past year. On account of the growth of more intimate educational relations between Italy and the United States and Spain and the United States, there have been established a Spanish bureau and an Italian bureau at the Institute. The Institute has also appointed representatives in South Africa, Norway, Australia, and Denmark. The report deals with grants to American professors on leave of absence, the conditions for such grants being stated in detail. A section on foreign professors lecturing in American universities gives a list of professors from Finland, Peru, Chile, France, Italy, Serbia, England, and India for whom exchange arrangements have been made during the current academic year. The Institute has assisted several foreign missions to study American education, these including the Educational Commission from China headed by the Vice-Minister of Education, the Japanese Commercial and Educational Mission, and the mission of distinguished French and English physicians who came to study our methods of education. An account is given of the work of International Relations Clubs which have been established at many colleges of the United States and furnished with material and data for their program. The previous publications of the Institute include:

Opportunities for Higher Education in France,  
Opportunities for Graduate Study in the British Isles,  
Bulletin for Administrative Authorities of Universities and Colleges,  
Observations on Higher Education in Europe.

The Institute has now in press a booklet entitled “Opportunities for Higher Education in the United States,” compiled to satisfy the increasing demand from abroad for information about facilities for study in American colleges and universities. The Institute will soon publish a “Bibliography on the United States for Foreigners” and a booklet on “Opportunities for Higher Edu-

cation in Italy." In cooperation with the American Library Association it is preparing a union list of foreign statistical annuals.

"The close of the second year of its existence finds the Institute firmly established as an almost indispensable agency for the development of international good-will. It has won the esteem of educational authorities both in the United States and in foreign countries, and its officers feel that it has so well served its purpose during the past year as to justify those who had faith in the wisdom of its establishment. New fields of service are constantly opening up and new activities necessarily undertaken. The Institute, already strong, will grow in strength with its increasing usefulness."

CONGRESS OF BRITISH UNIVERSITIES.—The *Times* Educational Supplement announces that a second Congress of the universities of the British Empire will be held at Oxford, July 5-8. The first Congress met in London in 1912 and was devoted mainly to problems of university administration. The coming conference will deal with such subjects as the universities and the balance of studies from the standpoint of the humanities in the education of men of science and men of affairs, the place of physics and natural science in general education and the questions of specialization in university curricula. There will be debates on the universities and the teaching of civics, politics, and social economics in university and secondary education, the university and adult education, the university and technological education, the university and research. Each of the fifty-eight universities is entitled to send four delegates and ten representatives.